

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: HLTH

Course Title: Program Implementation and Evaluation

Year: 2025

Course and Section #: 4160-X01

Credits: 3

Course Description

Intended for Public Health majors. Builds upon HLTH 4140 and develops the knowledge, skills, and abilities to conduct health program implementation and evaluation. Includes a systematic approach to the implementation and evaluation of health education programs.

HLTH 4160 fulfills a core discipline requirement for the Public Health B.S degree.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: James Bemel

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify strategies, phases, and concerns for program implementation
 - Develop a health promotion budget
 - Explain the marketing mix and the relationship between a needs assessment and a marketing program
 - Carry out a plan for implementing a health education program
 - Monitor the delivery of an effective health education program through appropriate evaluation methods
 - Develop a report on the impact and outcome of an effective and efficient health program
 - Compose a health education/health promotion program plan including intervention strategies, a budget and timeline, an implementation plan, and an evaluation report
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Course Materials and Texts

Course Requirements

Course Assignments, Assessments, and Grading Policy

The final deliverable for this class is the Program Plan and Presentation which consists of the following interim assignments:

- M01: Reassemble Your Groups
- M03: Intervention-Behavior Change Theory/Model
- M04: Evaluation Plan
- M05: Marketing Materials
- M06: Budget
- M07: Implementation Strategy
- M08: Evaluation Strategy
- M08: Individual Graphs and Charts
- M10: Final Program Plan
- M10: Team Presentation

By the time you get to your team's final deliverable you will have had ample opportunity to learn through the interim assignments and receive feedback. The Final Program Plan will be the combination of the interim assignments with the feedback implemented.

Team Support Assignments

Team Support Assignments ensure that your team is equipped with the tools and strategies to be successful. Also you will have several check in assignments as well as opportunities to evaluate your and your team members contributions. These assignments consist of the following:

- M01: Team Charter
- M03: Individual Team Member Check In #1
- M05: Individual Team Member Check In #2
- M07: Individual Team Member Check In #3
- M07: Team Member Process Assessment
- M07: Individual Team Member Check In #4
- M09: Individual Team Member Check In #5
- M10: Team Member Assessment
- M10: Self-Assessment of Team Paper

No late work is accepted in this class.

Grading will be based on the following:

Team Charter	10 points
PSA Video	100 points
Oral Presentation	50 points
Pres. Evaluations	50 points
Team Member Evaluations	100 points
Reaction Papers (4 x 10 points)	40 points
Online Assignments (10 x 10 pts)	100 points
Exams (4 x 50 points)	200 points
Total Points	650 points

NOTE: Individual work (presentation evaluations, reaction papers, online assignments, exams, and extra) The following grading standards will be used in this class:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

Required or Recommended Reading Assignments

Textbook chapters 7-15 are required reading. (Chapters 1-6 are covered in the accompanying HLTH 4140 course.)

General Description of the Subject Matter of Each Lecture or Discussion

This course is entirely online so no lectures or in class discussion occurs.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to the instructor for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic

honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.